

FOR TEACHERS

NOTES



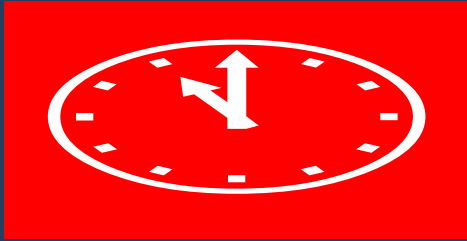
# CLASSROOM MANAGEMENT

FATIMA MAHMOOD

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FOR

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# PRINCIPLES FOR SUCCESSFUL CLASSROOM MANAGEMENT

- Deal with disruptive behaviors but also manage to minimize off-task, non-disruptive behaviors
- Teach students to manage their own behavior
- Students *learn* to be on-task and engaged in the learning activities you have planned for them
- It is more natural to be off-task than on

## Techniques for Better Classroom Control

- Focus attention on entire class
- Don't talk over student chatter
- Silence can be effective

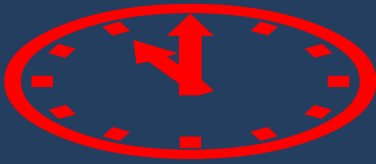
- Use softer voice so students really have to listen to what you're saying
- Direct your instruction so that students know what is going to happen
- Monitor groups of students to check progress
- Move around the room so students have to pay attention more readily
- Give students non-verbal cues
- Engage in low profile intervention of disruptions
- Make sure classroom is comfortable and safe
- Over plan your lessons to ensure you fill the period with learning activities
- Come to class prepared
- Show confidence in your teaching
- Learn student names as quickly as possible

### **Worthiness**

Worthiness refers to a teacher's awareness of what is going on in the classroom.

A teacher is "worthy" if:

- When discipline problems occur, the teacher consistently takes action to suppress the misbehavior of exactly those students who instigated the problem
- When two discipline problems arise concurrently, the teacher deals with the most serious first
- The teacher decisively handles instances of off-task behavior before the behaviors either get out of hand or are modeled by others
- When handling misbehavior – make sure all students learn what is unacceptable about that behavior
- Getting angry or stressed does not reduce future misbehavior
- Deal with misbehavior without disrupting the learning activity



# CLASSROOM MANAGEMENT

## 10 EFFECTIVE TEACHING

### TECHNIQUES

AN EFFECTIVE TEACHER OR FAMILY CHILD CARE PROVIDER CHOOSES A STRATEGY TO FIT A PARTICULAR SITUATION. IT'S IMPORTANT TO CONSIDER WHAT THE CHILDREN ALREADY KNOW AND CAN DO AND THE LEARNING GOALS FOR THE SPECIFIC SITUATION. BY REMAINING FLEXIBLE AND OBSERVANT, WE CAN DETERMINE WHICH STRATEGY MAY BE MOST EFFECTIVE. OFTEN, IF ONE STRATEGY DOESN'T WORK, ANOTHER WILL GIVE DIRECTIONS FOR CHILDREN'S ACTION OR BEHAVIOR. ("TOUCH EACH BLOCK ONLY ONCE AS YOU COUNT THEM." "YOU WANT TO MOVE THAT ICON OVER HERE? OKAY, CLICK ON IT AND HOLD DOWN, THEN DRAG IT TO WHEREVER YOU WANT")

1-KNOW THAT WE HAVE NOTICED BY GIVING ACKNOWLEDGE WHAT CHILDREN DO OR SAY. LET CHILDREN POSITIVE ATTENTION, SOMETIMES THROUGH COMMENTS, SOMETIMES THROUGH SITTING NEARBY AND OBSERVING. ("THANKS FOR YOUR HELP, KAVI." "YOU FOUND ANOTHER WAY TO SHOW5.")

**2-ACKNOWLEDGE WHAT CHILDREN DO OR SAY. LET CHILDREN KNOW THAT WE HAVE NOTICED BY GIVING POSITIVE ATTENTION, SOMETIMES THROUGH COMMENTS, SOMETIMES THROUGH JUST SITTING NEARBY AND OBSERVING. (“ THANKS F OR YOUR HELP, KAVI.” “ YOU FOUND ANOTHER WAY TO SHOW 5.”)**

**3-ENCOURAGE PERSISTENCE AND EFFORT RATHER THAN JUST PRAISING AND EVALUATING WHAT THE CHILD HAS DONE. (“ YOU’ RE THINKING OF LOTS OF WORDS TO DESCRIBE THE DOG IN THE STORY. LET’ S KEEP GOING!”)**

**4-GIVE SPECIFIC FEEDBACK RATHER THAN GENERAL COMMENTS. (“ THE BEANBAG DIDN’ T GET ALL THE WAY TO THE HOOP, JAMES, SO YOU MIGHT TRY THROWING IT HARDER.”)**

**5-MODEL ATTITUDES, WAYS OF APPROACHING PROBLEMS, AND BEHAVIOR TOWARD OTHERS, SHOWING CHILDREN RATHER THAN JUST TELLING THEM (“ HMM, THAT DIDN’ T WORK AND I NEED TO THINK ABOUT WHY.” “ I’ M SORRY, BEN, I MISSED PART OF WHAT YOU SAID. PLEASE TELL ME AGAIN.”)**

**6-DEMONSTRATE THE CORRECT WAY TO DO SOMETHING. THIS USUALLY INVOLVES A PROCEDURE THAT NEEDS TO BE DONE IN A CERTAIN WAY ( SUCH AS USING A WIRE WHISK OR WRITING THE LETTER P).**

**7-CREATE OR ADD CHALLENGE SO THAT A TASK GOES A BIT BEYOND WHAT THE CHILDREN CAN ALREADY DO. FOR EXAMPLE, YOU LAY OUT A COLLECTION OF CHIPS, COUNT THEM TOGETHER AND THEN ASK A SMALL GROUP OF CHILDREN TO TELL YOU HOW MANY ARE LEFT AFTER THEY SEE YOU REMOVING SOME OF THE CHIPS. THE CHILDREN COUNT THE REMAINING CHIPS TO HELP COME UP WITH THE ANSWER. TO ADD A CHALLENGE, YOU COULD HIDE THE CHIPS AFTER YOU REMOVE SOME, AND THE CHILDREN WILL HAVE TO USE A STRATEGY OTHER THAN COUNTING THE REMAINING CHIPS TO COME UP WITH THE ANSWER. TO REDUCE CHALLENGE, YOU COULD SIMPLIFY THE TASK BY GUIDING CHILDREN TO TOUCH EACH CHIP ONCE AS THEY COUNT THE REMAINING CHIPS.**

**8-ASK QUESTIONS THAT PROVOKE CHILDREN' S THINKING. (“ IF YOU COULDN' T TALK TO YOUR PARTNER, HOW ELSE COULD YOU LET HIM KNOW WHAT TO DO?”)**

**9-GIVE ASSISTANCE (SUCH AS A CUE OR HINT) TO HELP CHILDREN WORK ON THE EDGE OF THEIR CURRENT COMPETENCE (“ CAN YOU THINK OF A WORD THAT RHYMES WITH YOUR NAME, MATT? HOW ABOUT BAT . . . MATT/BAT? WHAT ELSE RHYMES WITH MATT ANDBAT?”)**

**10-PROVIDE INFORMATION, DIRECTLY GIVING CHILDREN FACTS, VERBAL LABELS, AND OTHER INFORMATION. (“ THIS ONE THAT LOOKS LIKE A BIG MOUSE WITH A SHORT TAIL IS CALLED A VOLE.”)**

